

Message from the Superintendent sent to FBISD employees:

From: Jenney, Dr. Timothy
Sent: Friday, March 26, 2010 3:39 PM
To: All E-Mail Users
Subject: Message 5

Dear Colleagues,

I want to give you some more information, which primarily deals with Chapter 21 employees. You may recall in my previous communication that Chapter 21 employees are professional, certified, afforded contractual rights, and are governed by state statute. We have issued our new allocation numbers to the secondary level, and those net out to a maximum of 30 middle school and 52 high school teaching positions that will be eliminated. The principals have identified the specific disciplines those positions will represent.

I know there is some confusion and more than a few rumors about the impact the revised policy will have on a reduction in force (RIF). I think it would be helpful for me to give you an example of how the process will work so that it will be as clear as possible, should you be affected by a reduction. Here is how we are approaching the challenge.

As I said, the middle and high school principals have identified their individual school position reductions as a result of our allocation formula. In our example, Travis High School has applied the allocation formula and identified a reduction of one math teacher—district-wide the number of reductions at the high school level is nine (high school math teachers). Thus far we know that there are six resignations/retirements of high school math teachers, so we are down to three high school math position reductions. Since all persons affected are appropriately certified, we move to the next criterion, which is performance. District wide, two high school math teachers are on growth plans and would be identified for the RIF, which means we would be down to one high school math position reduction. We then look at PDAS instruments and identify those who had very low performance scores and they would be next. Should that not result in finding one position, we would move onto the next criterion, which is demonstrated activity in the realm of professional development. We will look to see who among the identified group has not remained current in his/her craft by pursuing professional development activities. Finally, if all things are equal, we would move to our last criterion, which is to invoke the seniority clause (last in—first out). And so it is with all the other disciplines where reductions have been identified.

It is important to note that in our example we identified a reduction of one math teacher at Travis High School. It does NOT mean that one member of the math staff at Travis must be laid off. What it means is that once the nine aforementioned positions have been identified, the one employee at Travis could be reassigned to another math teaching position, most likely in another high school.

Please know that we will be using a similar matrix for Non-Chapter 21 employees in the future. As well, we have adjusted many allocation standards which will result in small categorical reductions, and we will release those next week. Supervisors will be given the information and will meet with their employees to share what they know. Keep in mind that this process will continue for the next couple of months as the plan is refined.

Again, I know this is a difficult time for all of you, but I do appreciate your professionalism. As I visit with many of you—making the rounds at your building—I am thankful for your contribution to continuing to make FBISD the best. Thank you for your time and attention.

Tim Jenney